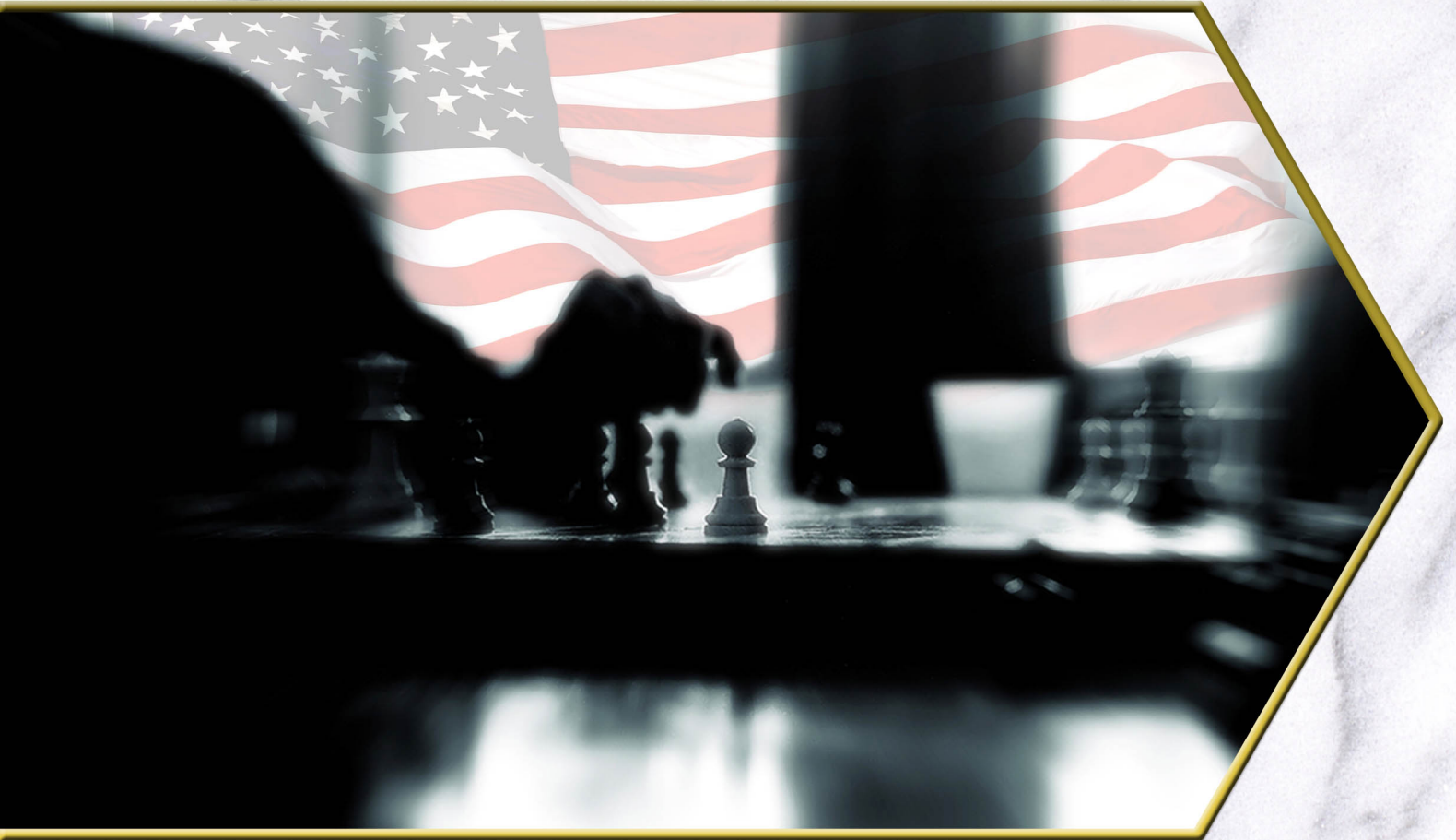# Fundamental Elements of the Counterintelligence Discipline

**Universal Counterintelligence Core Competencies
Volume 1**

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Report Documentation Page

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FUNDAMENTAL ELEMENTS OF THE COUNTERINTELLIGENCE DISCIPLINE

VOLUME 1

UNIVERSAL COUNTERINTELLIGENCE CORE COMPETENCIES

OFFICE OF THE NATIONAL COUNTERINTELLIGENCE EXECUTIVE

THE NATIONAL COUNTERINTELLIGENCE INSTITUTE

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TABLE OF CONTENTS

EXECUTIVE SUMMARY

Despite increased investment in counterintelligence (CI) training programs since 11 September 2001, there has been uneven emphasis across organizations and training programs with individual agencies focusing on their needs and culture. Inconsistency in content, quantity, and quality of training across the CI community persists through varied processes for developing training requirements and standards. The result is costly duplication of effort, uneven performance in the workplace, and significant unmet training requirements, particularly with regard to CI analysis and technology integration.

Although some interagency training takes place, it does not approach the amount necessary in an environment that demands structured interoperability and communication, along with a workforce capable of effectively performing in that environment. In addition, little interdisciplinary training across CI specializations takes place, for example operations and analysis, creating additional barriers to effective communication and operations within the workplace.

Training programs are limited primarily to initial skills training with a general lack of structured continuing education programs. Follow-on training tends to the ad hoc and/or on-the-job training with mentors of varying experience and qualifications. Contracted personnel rarely receive training unless it is specifically required in the contracting vehicle. As such, much training beyond the initial is at the individual's own initiative. This makes CI less attractive as a career and creates significant knowledge and performance issues/gaps within the workforce. This is in sharp contrast to the emphasis placed on training by our enemies.

Because CI lacks the training infrastructure to support long-term development of the individual, there is no accepted career path for the counterintelligence workforce and CI is not widely viewed as a discrete national security profession. As a result, counterintelligence assignments are generally not seen as career enhancing and many individuals tend to move on to what they see as mainstream assignments in their respective organizations. This lack of structured professional development and transience has contributed to the creation of a relatively inexperienced CI cadre that is less effective at responding and adapting to change in the security

environment. A compounding factor has been a lack of CI leadership development. Many senior CI positions are filled with individuals who lack significant CI experience and training.

In sum, there is a gap - with strategic implications for national security - between counterintelligence performance requirements generated by the contemporary national security environment and our current ability to train and develop a professional CI cadre that is capable of effectively meeting these requirements.

To adequately fulfill the ONCIX Congressionally legislated training, education, and professional development mission, and to meet community needs, a plan was developed to conduct community-wide research to produce baseline data for authoritatively describing CI in terms of its role as a profession or discipline, its functions, and the CI core competencies requisite to performing the functions and tasks associated with accomplishing the CI mission. This volume reports on the research related to the knowledge, skills, and abilities (KSAs) and the CI core competencies and mapped to each of the KSAs. Subsequent volumes will address the CI core competencies mapped to tasks, competencies mapped to function-specific KSAs and tasks, and the role of CI as a profession or discipline.

The first phase of the research plan included structured interviews with individuals and focus groups. Approximately 150 people were interviewed either individually or as a member of a focus group. Interviewees were selected from journeymen and supervisors (to include senior executive leaders) across all functions representative within the CI community who had at least two years of CI experience. The researchers systematically guided the interviewees to discuss the KSAs and traits requisite for performing CI tasks. For consistency, each interview or focus group was conducted by the same two ONCIX staff members (researchers) using a standardized format for journeyman or supervisors. Each interview/focus group averaged approximately two hours. After the interviews/focus group sessions, the two researchers wrote a transcription of each interview or focus group and concurred on the content. The interview transcriptions were used as the basis for data entry of KSAs that provided the basis for identifying CI core competencies.

In the second phase of the research, spreadsheets were designed and used to map the KSAs to tasks that were identified in the interviews for journeyman and for supervisors. After completing interviews/focus groups in ONICX, CIFA, AFOSI, FBI, and NCIS, the researchers had identified more than 200 task categories and more than 200 knowledge areas, skills, abilities,

and traits for CI supervisors and journeymen. After the researchers conducted additional interviews in Army Intelligence and the CIA, additional tasks, KSAs, and traits were added to the spreadsheets as necessary.

As the spreadsheets were populated with data collected from the interviews, similar tasks were combined under a descriptor that best represented a general task category. This process eliminated repetitive and similar tasks from the spreadsheets. Competencies were identified from government sources or developed by the researchers when the required competency was particular to CI and not evident in the sources. These competencies were then mapped against KSAs, and the same process was followed with mapping the competencies to task categories. Lastly, the competencies were reviewed to determine those that were universal across all CI functions, as well as those specific to each function. This volume represents a reporting of the universal competencies.

The results of refining the interview data produced a list of 17 CI core competencies for journeymen and 17 core competencies for supervisors defined as universal regardless of CI function performed or organization/agency affiliation. Although preliminary results of this research study are not surprising, this is the first systematic study conducted to authoritatively define the competencies, KSAs, and tasks that are common throughout the CI community to standardize critical training and education for those areas that are universal. The listing of the KSAs and competencies provided in the report represent the result of data collected from extensive interviews and review of reference material that has been released on intelligence and CI jobs/functions. Although some variations in terminology appear between agencies and organizations pertaining to CI, the research results from this study do correlate with some related work conducted by the FBI, DIA, and an intelligence analyst working group.

The most immediate application for this study will be its use in establishing a baseline of universal CI training standards. With a set of core competencies across the CI community, regardless of job function, the community will be able to begin training its workforce with a common frame of reference. Volume 2 will address the core competencies for specific functions and will use this Volume 1 as its basis.

In addition to the short-term improvements to CI training established by connecting training to core competencies, a long-term result of this study will be the creation of tiered training to develop the workforce in CI careers. The standardization of training to the universal

and functional competencies at milestones within an individual's career in CI will "professionalize" the CI discipline and create consistency across the community regardless of agency or organizational affiliation. In addition to the CI training common across the community, each organization/agency will continue to provide the training required for their unique missions (for example, CI support to force protection). These agency-specific training requirements are not part of this study.

The National Counterintelligence Executive (NCIX) recognizes the need for professional development and training standards and has established the National Counterintelligence Institute. Envisioned as an integral component of the National Intelligence University (NIU), the Institute will develop CI training standards based on identified core competencies and ensure their implementation. In addition, the Institute will sponsor collaboration among the CI community and academic, training, and research institutions. Concentrating on the professional development of a dedicated CI workforce, the Institute will establish career tracks that focus on joint strategic professional development from entry to senior leadership levels. An ongoing focus of the Institute will be to encourage crossover assignments among the agencies of the CI community that are career enhancing. By improving existing training and professional development within the community, the Institute will create a more effective and interoperable CI cadre capable of meeting current and future national security requirements.

BACKGROUND AND RATIONALE

In response to its Presidential and legislative tasking to develop policies and standards for training and professional development of the counterintelligence (CI) workforce, the Office of the National Counterintelligence Executive (ONCIX) embarked on a research study to develop an authoritative description of the CI profession in terms of its core disciplines and associated core competencies, inclusive of key skills and knowledge areas. The findings of this research study establish the basis for linking CI core competencies and requisite knowledge, skills, and abilities to CI education, training, and professional development.

There have been some isolated attempts to do this type of research in the past, but these have not concluded in formal reports possessing community validation. This ONCIX study capitalizes on all available prior work in addition to new data acquired through this extensive study. The conclusions put forth in this report are the result of community-wide input, feedback, and validation.

AUTHORITIES and RECOMMENDATIONS

The rationale for the National Counterintelligence Executive (NCIX) to coordinate CI community training standards and professional development derives from PDD/NSC-75, the Counterintelligence Enhancement Act of 2002, the Intelligence Reform and Terrorism Prevention Act of 2004 through the ONCIX as a component of the Office of the Director of National Intelligence (ODNI), and the *President's Commission on the Intelligence Capabilities of the United States Regarding Weapons of Mass Destruction Report* dated 31 March 2005 (Chapter 11 - Counterintelligence).

- **CI Enhancement Act of 2002:** A function of the ONCIX shall be to "develop policies and standards for training and professional development of individuals engaged in counterintelligence activities and to manage the conduct of joint training exercises for such personnel."

- **Intelligence Reform and Terrorism Prevention Act of 2004:** "The Director of National Intelligence shall establish an integrated framework that brings together the educational components of the intelligence community in order to promote a more

effective and productive intelligence community through cross-disciplinary education and joint training." The DNI shall prescribe in consultation with the intelligence community, personnel policies and programs applicable to the intelligence community that "set standards for education, training, and career development of personnel in the intelligence community."

- **PDD/NSC-75, 12/28/2000:** The ONCIX will "develop policies for CI training and professional development for CI investigators, operators, and analysts. It will also develop and manage joint training exercises, and assess the need for a National CI Training Academy."

- Recommendation - *President's Commission on the Intelligence Capabilities of the United States Regarding Weapons of Mass Destruction Report*, **March 31, 2005 (Chapter 11 – Counterintelligence):** "that the NCIX assume the power and the responsibility to establish common training and education requirements for counterintelligence officers across the Community, and expand cross-agency training."

KEY TERMS

 ability: A competence to perform an observable behavior or a behavior that results in an observable product. *(OPM Delegated Examining Operations Handbook, 2003.)*

 competency: A measurable pattern of knowledge, skills, abilities, behaviors and other characteristics that an individual needs in order to perform works roles or occupational functions successfully. *(OPM Delegated Examining Operations Handbook, 2003.)*

 counterintelligence: Counterintelligence means information gathered and activities conducted to protect against espionage, other intelligence activities, sabotage, or assassinations conducted for or on behalf of foreign powers, organizations or persons, or international terrorist activities, but not including personnel, physical, document or communications security programs. *(E.O. 12333)*

 discipline: A discrete component of a profession that is characterized by the following attributes:

- Identifies the branch of knowledge that forms the fundamental basis of the discipline
- Demonstrates a historical presence and application
- Suggests a set of topics that the discipline addresses
- Identifies a set of principles and standards of practice

- Shows a significant concentration of know-how not generally repeated in other disciplines
- Outlines a course of study/activities that provide the practitioner with minimum KSAs that defines a novice level competence
- Establishes benchmarks to guide/judge a practitioner's growth from the novice to journeyman to master/expert levels

(Baseline Definition of the Security Profession, September 2002. Defense Personnel Security Research Center.)

education: Instruction that emphasizes far-transfer learning objectives; traditionally knowledge-based instruction not tied to a specific job, as opposed to training.

(from Wilson, B.G., Jonassen, D.H., & Cole, P. (1993). Cognitive Approaches to Instructional Design. In G.M. Piskurch (Ed.), The ASTD Handbook of Instructional Technology. New York: McGraw-Hill.)

function: Specific activities with assigned responsibilities and tasks within a discipline.

(Baseline Definition of the Security Profession, September 2002. Defense Personnel Security Research Center.)

knowledge: A body of information applied directly to the performance of a function.

(OPM Delegated Examining Operations Handbook, 2003.)

profession: A calling requiring specialized knowledge and sometimes-intensive academic preparation.   (also) A principal calling, vocation, or employment. (Webster's Dictionary)

The five characteristics that define a profession:

1. A profession must be full-time.
2. Schools and curricula must be aimed specifically at teaching the basic ideas of the profession, and there must be a defined common body of knowledge.
3. A profession must have a national professional association.
4. A profession must have a certification program.
5. A profession must have a code of ethics.

(Human Resource Certification Institute website: http://www.hrci.org/AboutUs/HISTORY/)

professional development: Those aspects of career development concerned with improving an individual's performance and abilities in given positions and specialties. *(Baseline Definition of the Security Profession, September 2002. Defense Personnel Security Research Center.)*

skill: An observable competence to perform a learned psychomotor activity. *(OPM Delegated Examining Operations Handbook, 2003.)*

task: A work effort that requires some skills, knowledge and abilities to perform. *(Baseline Definition of the Security Profession, September 2002. Defense Personnel Security Research Center.)*

training: A process that aims to improve knowledge, skills, attitudes, and/or behaviors in a person to accomplish a specific job task or goal. Training is often focused on business needs and driven by time-critical business skills and knowledge, and its goal is often to improve performance. *(ASTD Online Glossary)*

trait: A characteristic way in which a person perceives, feels, believes, or acts. A "trait" characteristic is a characteristic that tends to be stable over time in contrast to related characteristics that change. *(ASTD Online Glossary)*

THE STUDY RATIONALE

The rationale for conducting this extensive research study of the community was based not only on the authorities and recommendations previously addressed, but also on community-wide environmental evolution, deficiencies, and redundancies. The following provides a synopsis of the study rationale.

Changed Environment: The United States national security environment has changed significantly in the post cold war era and particularly since September 11, 2001. In addition to the specter of global terrorism, the threats to US interests have greatly diversified and expanded in terms of sources and objectives. The means to carry out threats have also diversified and become more technically sophisticated. Consequently, the challenge to the counterintelligence mission and the need for coordinated consistent approaches has become greater. Yet in the face of this changing environment, the counterintelligence workforce is mostly trained and developed to face outdated challenges, posing a significant element of risk and vulnerability to successful national counterintelligence mission accomplishment.

Uneven Emphasis: Despite increased investment in CI training programs, it is uneven across organizations. Training programs are largely independent among agencies and focus almost exclusively on individual agency needs and culture. Within programs, processes for developing training requirements and standards vary across agencies. Consequently,

inconsistency in content, quantity, and quality of training across the counterintelligence community occurs, resulting in costly duplication of effort and translating into uneven performance in the workplace. It also results in significant unmet training requirements– particularly with regard to counterintelligence analysis and technology integration. Recent research identified thirty-six specific subject areas that are not sufficiently addressed in CI Community training programs.

Lack of Joint Training: While some interagency training takes place, it is not sufficient for an environment that demands structured interoperability and communication along with a workforce capable of effectively performing in that environment. Likewise, little interdisciplinary training across CI specializations takes place in functions such as operations and analysis, which creates additional barriers to effective communication and operations within the workplace.

Little Continuing Education: Training programs are limited primarily to initial skills training with a general lack of structured and formalized continuing education programs. Follow-on training tends to be ad hoc and/or on-the-job training with mentors of varying experience and qualifications. Much training beyond the initial is at the individual's own initiative. This makes CI less attractive as a career and creates significant knowledge and performance issues for the workforce. This is in sharp contrast to the emphasis placed on training by our adversaries. By the time they are assigned to operations within our country, the enemy has been prepared with systematic training and has attained an expert level. Assignments to the United States are rewards for accomplishment; the operational equivalent of the "Super Bowl."

Lack of Professional and Leadership Development: Because CI lacks the training infrastructure to support long-term professional development of the individual, there is no accepted career path for counterintelligence practitioners and CI is not widely viewed as a discrete national security profession. As a result, counterintelligence assignments are generally not seen as career-enhancing, forcing many individuals to move on to what they see as mainstream assignments in their respective organizations. This lack of structured professional development and transience has contributed to the creation of a relatively inexperienced CI cadre that is less effective at responding and adapting to change in the security environment. A compounding factor is that this situation does not foster the development of experienced CI

leadership. Many senior CI positions are filled with individuals who lack significant CI experience and training.

In sum, there is a gap - with strategic implications for national security - between counterintelligence performance requirements generated by the contemporary national security environment and the current capacity to train and develop a professional CI cadre that is capable of effectively meeting these requirements.

METHODOLOGY

OVERVIEW OF THE RESEARCH PLAN

In order to adequately fulfill the legislated training, education, and professional development mission and to meet community needs, a plan was developed to conduct community-wide research to produce baseline data for authoritatively describing CI in terms of its role as a profession or discipline, its functions, and the CI core competencies requisite to performing the functions and tasks associated with accomplishing the CI mission. This volume reports on the research related to the knowledge, skills, and abilities (KSAs) and the CI core competencies and mapped to each KSA. Subsequent volumes will address the CI core competencies mapped to tasks, competencies mapped to function-specific KSAs and tasks, and the role of CI as a profession or discipline.

The first phase of the research plan included structured interviews with individuals and focus groups. Interviewees were selected from journeymen and supervisors (to include senior executive leaders) across all functions representative within the CI community who had at least two years of CI experience. The ONCIX researchers used the "taxonomy of a profession" model (Figure 1) to systematically guide the interviewees to discuss the KSAs and traits requisite for performing CI tasks. These KSAs provided the basis for identifying CI core competencies. The traits provided data that may assist with recruiting and identifying potential CI careerists.

Figure 1: Taxonomy of a Profession
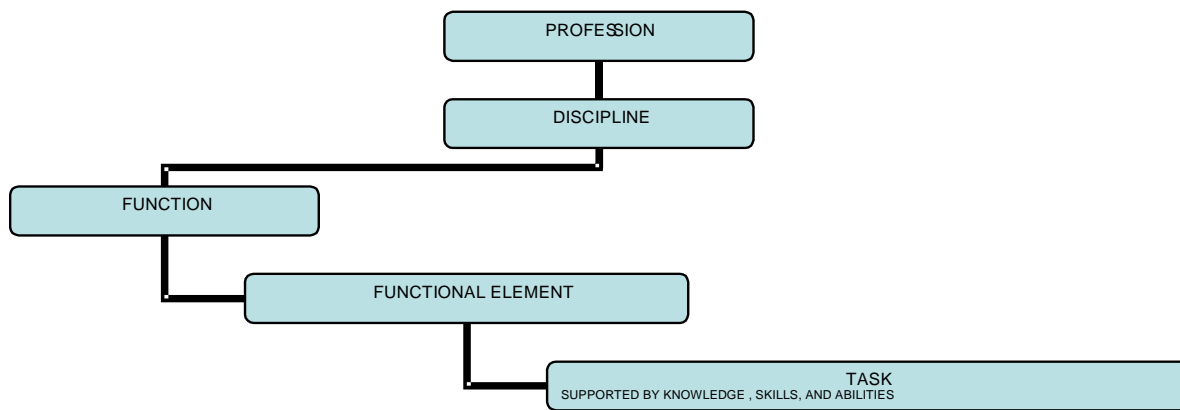
In the second phase of the research, spreadsheets were designed and used to map the KSAs to tasks that were identified in the interviews for journeyman and for supervisors. As the spreadsheets were populated with data collected from the interviews, similar tasks were combined under a descriptor that best represented a general task category. This process eliminated repetitive and similar tasks from the spreadsheets. Competencies were identified from government sources or developed by the researchers when the required competency was particular to CI and not evident in the sources. These competencies were then mapped against KSAs and the same process was followed with mapping the competencies to task categories. Lastly, the competencies were reviewed to determine those that were universal across all CI functions, as well as those specific to each function. This volume represents a reporting of the universal competencies.

CONDUCTING THE RESEARCH

The following CI organizations were contacted and included in the interview/focus group part of the research:

- Office of the National Counterintelligence Executive (ONCIX)

- Department of Defense Counterintelligence Field Activity (CIFA)

- Federal Bureau of Investigation (FBI)

    Headquarters

    2 large field offices

    1 small field office

- Air Force Office of Special Investigations (AFOSI)

    Headquarters

    Intermediate headquarters

- Naval Criminal Investigative Service (NCIS)

    Headquarters

    1 field office

- US Army

   Intelligence and Security Command (INSCOM)

   902nd Military Intelligence Group

   Foreign Counterintelligence Activity (FCA)

- Central Intelligence Agency (CIA)

   Counterintelligence Center (CIC)

Approximately 150 people were interviewed either individually or as a member of a focus group. For consistency, each interview or focus group was conducted by the same two ONCIX researchers using the standardized format for a journeyman or supervisor (Appendix 1). Each interview/focus group averaged approximately two hours. After the interviews/focus group sessions, the two researchers wrote a transcription of each interview or focus group and concurred on the content. The interview transcriptions were used as the basis for data entry of KSAs and tasks that lead to identification of the CI core competencies.

MAPPING KSAs to TASKS

After completing interviews/focus groups in ONICX, CIFA, AFOSI, FBI, and NCIS, the researchers had identified more than 200 task categories and more than 200 knowledge areas, skills, abilities, and traits for CI supervisors and journeymen. Spreadsheets were developed to record knowledge area, skill, ability, and trait categories to related tasks. Two spreadsheets (journeymen and supervisors) were designed for each agency/organization as well as two comprehensive worksheets that reflected the combined data of all agencies/organizations. The tasks were listed on the "y" axis of the spreadsheet (first column) and the knowledge, skills, abilities, and traits were listed on the "x" axis (first row - heading). In the Journeyman spreadsheets, the second column was used to note the interviewee's functional area – operations, investigations, collections, or analysis. As the researchers conducted additional interviews in Army Intelligence and the CIA, additional tasks, KSAs, and traits were added to the spreadsheets as necessary.

Each interview/focus group transcript provided the data for the spreadsheets. The researchers reviewed each interview transcription and recorded every instance of a knowledge, skill, ability (KSA), or trait requisite for each task. The result was a frequency display for KSAs

and traits according to organization/agency and in aggregate. Some KSAs and traits appeared as outliers; in some cases they were subsets of a larger KSA or trait category, and in other cases they were anomalous to a particular interview that could not be generalized across CI. These outliers were either combined with the broader category or eliminated from the KSA or trait listing.

MAPPING COMPETENCIES TO KSAs

After completing the interviews, the researchers began to review the KSA categories listed on the two comprehensive spreadsheets for journeymen and supervisors in order to pinpoint competency categories for the KSAs. The researchers identified potential competencies from the:

- *Office of Personnel Management, Delegated Examining Operations Handbook, Appendix F: Multipurpose Operational Systems Analysis Inventory – Close-Ended,*
- *Army Civilian Training, Education and Development System Plan, Appendix A, Master Training Plan Competencies,*
- United States Army Military Police School *Analytical Investigative Tools,* CD 19-10, Version 1.0 (2001),
- *Thinking in the classroom: A survey of programs* (1986), by P. Chance, New York: Teachers College, Columbia University.

In cases where competencies were not evident from these sources, the researchers developed an appropriate competency category and description. Appendix 2 provides a complete listing and description of the competencies for journeymen and supervisors.

Two new spreadsheets were created (for journeymen and for supervisors) that listed competencies across the "x" axis (heading row) and KSAs in the "y" axis (first column). Each competency was mapped to applicable KSAs listed on the spreadsheet by asking the questions:

- Is this competency required for the knowledge to _[x]_?;
- Is this competency required to have the skill to _[x]_?; or
- Is this competency required to be able to _[x]_?

An indicator of "1" was placed in every cell on the spreadsheet where a competency mapped to a knowledge, skill, or ability. Appendix 3 provides a complete listing of the competencies and the KSAs for both journeymen and supervisors.

At this point, traits were maintained on a separate listing and not included in competency mapping. Since a primary purpose of this study was to identify CI core competencies for the purpose of establishing training standards, traits were excluded from competencies since they are more likely to be inherent in individuals and less likely to be trainable (although training may enhance a particular trait). Traits will be useful for defining the typical "successful" CI professional for recruitment and retention, however traits are not combined with KSAs to define training requirements in this study.

MAPPING COMPETENCIES TO TASKS

The results of CI competencies to tasks mapping are addressed in Volume 2. In this phase of analysis, the task listing was refined to a manageable representation of tasks for journeymen and for supervisors. Many of the tasks reported in the interviews were related and were grouped into general task categories. After the journeymen tasks were grouped into general categories, they were organized according to universal tasks or tasks specific to a CI function.

Two new spreadsheets for journeymen and supervisors were developed to map the competencies to the task categories. The task categories were grouped on the "y" axis (first column) according to tasks universal to all functions and then those unique to a specific function. The competencies were displayed across the first heading row ("x" axis). Each competency was mapped to applicable task listed on the spreadsheet by asking the question: Is this competency required to do _[x task]_ ? An indicator of "1" was placed in every cell on the spreadsheet where a where a competency mapped to a task.

A final spreadsheet for displaying and mapping tasks and KSAs with the competencies required a display of an x, y, and z axis. This phase provided a finer granularity of analysis that identified competencies requisite for specific KSAs and tasks both universally as well as by function.

LITERATURE REVIEW

HISTORICAL BACKGROUND

Although directives, reviews, and commissions have exhorted the need for improved community-wide CI training, education, and career development, little attention has been given to connecting job competencies to training, education, and professional development – a requisite for building a competent CI workforce. Beginning 15 years ago with the National Security Review 18 (NSR-18), *Strategy for Counterintelligence and Security Measures in the 1990's*, 20 June 1990; PDD-24, *U.S. Counterintelligence Effectiveness*, 3 May 3 1994; and the accompanying PRD-44, *Report to the President on U.S. Counterintelligence Effectiveness*, improvements to CI training and career development were addressed and recommended as CI emerged from the Cold War.

NSR-18 contains several references to the improvement of CI training and career development throughout the community. The review committee statements are available in the classified version.

In addition, the review committee discussed and made the following recommendations to enhance CI effectiveness through training:

DISCUSSION: Offensive CI training is an integral part of our national security strategy, equipping and motivating U.S. government personnel to counter the foreign threat. The current CI training among the U.S. Government agencies that conduct CI operations varies both in quality and quantity and needs improvement.

RECOMMENDATION: The AG/CI should examine the feasibility of a coordinated and centralized program for offensive CI training funded by the various CI agencies to exploit fully the unique and singular expertise of individual IC agencies.

Additional committee CI training recommendations are available in the classified version.

Although NSR-18 made specific recommendations to CI training in 1990, few, if any, changes occurred. However, in 1994, as the Ames case heightened concerns about threats to national interests, PRD-44, *Report to the President on U.S. Counterintelligence Effectiveness* and PDD-24, *U.S. Counterintelligence Effectiveness* recommended and established the National

Counterintelligence Center (NACIC). Additional background information is available in the classified version of this study report.

Yet, once again, community CI education, training, and professional development changed little over the next years. CI training continued to be developed in knee-jerk response to events without consideration to community standardization, interoperability, or workforce competencies. Although NACIC provided some awareness training for the community, these efforts still did not contribute to community training standards and workforce competencies as called for in NSR-18.

By December 28, 2000, the President issued PDD-75, *US Counterintelligence Effectiveness – Counterintelligence for the 21st Century,* to address "expanded and diversified threats to our national security." This PDD directed establishment of a counterintelligence system to include the Office of the National Counterintelligence Executive (ONCIX) and provided the direction to meet the "challenges of a threat environment made more complex by the global and interconnected information age. The Office, under the direction of the CI Executive [was to] develop and deploy the following capabilities [that included] national CI training and education functions." Through its training and education oversight, the ONCIX was directed to "develop policies for CI training and professional development for CI investigators, operators, and analysts."

In 2002, Congress enacted the *Counterintelligence Enhancement Act of 2002* establishing the ONCIX in statute. In Section 904(e)(7)(D) entitled, "National Counterintelligence Outreach, Watch, and Warning" - Training and Professional Development," ONCIX is tasked "to develop policies and standards for training and professional development of individuals engaged in counterintelligence activities and to manage the conduct of joint training exercise for such personnel."

Two years later the *Intelligence Reform and Terrorism Prevention Act of 2004* directed that the Director of National Intelligence (DNI) "shall prescribe, in consultation with the heads of other agencies or elements of the intelligence community, and the heads of their respective departments, personnel policies and programs applicable to the intelligence community that…set standards for education, training, and career development of personnel of the intelligence community." As part of the restructuring of the intelligence community, the ONCIX was aligned under the ODNI. Thus, the ONCIX authority to establish CI education, training, and

professional development standards was reiterated once again, and reinforced in the *National Counterintelligence Strategy of the United States,* March 2005, in the section, "Building a National Counterintelligence System." The Strategy states:

> The training and education of collectors, analysts, investigators, and operators in the counterintelligence community has not always been
> equal to the performance we have demanded of them. The complexity
> of this subject requires a mastery of many disciplines and skills. The counterintelligence profession needs a set of common standards across many counterintelligence missions. We need to reach across departments and agencies to find centers of training excellence, address deficiencies, and upgrade the availability and uniformity of training.

Most recently the *President's Commission on the Intelligence Capabilities of the United States Regarding Weapons of Mass Destruction Report,* 31 March 2005 states in Chapter 11 on Counterintelligence, "we recommend that the NCIX assume the power and responsibility to….establish common training and education requirements for counterintelligence officers across the Community, and expand cross-agency training."

As evident in these various documents, the demand for common CI education, training, and professional development standards has been consistently addressed over the past fifteen years. Although this trail of documents has included NSRs, PDDs, Acts, and a President's Commission Report, an authoritative source of core CI competencies identified through structured research has been absent. As a result, CI workforce training has continued with lack of standardization or alignment to documented core competencies.

PAST EFFORTS

Although this research study of CI competencies is the first detailed examination of its kind for the CI discipline, in July 2002 the NCIX contracted MPRI to conduct *An Assessment of Counterintelligence Training and Professional Development*. MPRI's final assessment report was released January 2003. Specifically, their assessment was to accomplish the following:

- Review, analyze, and assess current CI training throughout the CI Community including the relevance of basic and advanced CI training to the needs of the 21st century.

- Make recommendations regarding future CI training, including establishment of a National CI Training Academy and information to support a cost/benefit analysis and to support a decision regarding outsourcing of training.
- Develop an implementation and monitoring plan for approved recommendations.

The assessment team identified 16 potential issues to be addressed in their work. These issues included:

- Mission and priority of CI and CI professional training within the organization.
- Process for identification, development, and validation of training needs and development of related curriculum.
- Standards for certification of training courses.
- Availability of training to investigators, operators, analysts, linguists, surveillance personnel, new employees, and senior management officials.
- Relevance, effectiveness, quality, evaluation, and adequacy of current training.
- CI Community core competencies
- Joint/interagency training and coordination among US Government agencies.
- Actual cost of current CI professional training.
- Adequacy of current resources, both money and personnel.
- The selection process for trainees and trainers.
- The impact of training on career and professional development within the CI Community.
- Standards for certification of course completion by individual students.
- Retention of trained personnel in the CI discipline.
- Future CI professional training needs and relevance of CI professional training to 21st Century needs.
- The valued of a National CI Training Academy to provide baseline CI professional training and overcome parochialism within the CI Community.
- The cost effectiveness, advantages, and disadvantages of outsourcing professional CI training.

According to the assessment document released in January 2003, "the team collected data via meetings with NCIX representatives; the NCIX CI Training Working Group; document reviews; questionnaires and surveys; and interviews with CI program executives, operational, training, and field managers, instructors, field operational personnel, and analysts." The actual protocols and raw data (numbers of personnel interviewed, format/protocols followed, and statistical results; questionnaire and survey documents and results; and analytical methodology) used to draw conclusions were not provided in the assessment report; therefore, it is not possible to independently evaluate MPRI's assessments and recommendations. However, their findings and recommendations are worth consideration within the parameters of this ONCIX study of the *Fundamental Elements of the CI Disciplines.* While MPRI assessed a broad scope of 16 CI training and professional development issues, the ONCIX study is focused on identifying core CI competencies and defining CI for career development purposes; therefore MPRI's most relevant findings and recommendations noted in this report are those associated with competencies, skills, needs assessments, etc.

As an assessment project, the MPRI findings and recommendations do not authoritatively define the core competencies for CI through structured research protocols. However, in the *Annex F – Core CI Competencies* section, the assessment report recommends that "NCIX, in consultation with CI Community agencies, identify core CI competencies that can form the basis for development of interagency training." From their interviews for the assessment, the following items were most often mentioned as skills every CI professional should possess, irrespective of agency affiliation:

- Knowledge of national CI structure and agency missions
- Knowledge of interagency memoranda of understanding and procedures
- Knowledge of foreign intelligence service or terrorist group culture and tradecraft
- Basic investigative and operational techniques and tools
- Asset development and handling (including difference between liaison and clandestine sources)
- Asset validation
- Liaison
- Interviewing and debriefing techniques
- Surveillance and countersurveillance

- Principles of collection and analysis

- Research and technology protection

- Operational cycle for double agent operations

- Operations security

- Legal aspects of investigations, including Executive Order 12333, the Attorney General Guidelines, and the Foreign Intelligence Surveillance Act

- Joint and interagency operations

- Listening, communication, and writing skills

- Knowledge of CI terminology

- Reporting procedures and methods

- Classification and dissemination rules

In the assessment *Part II – Key Findings,* three points specifically highlight the significance of the current ONCIX study of CI core competencies:

- There is a significant shortfall in the amount of training offered to CI analysts and few courses tailored to their specific needs;

- There is no rigorous process to identify and validate training needs;

- There is need for more interagency training and exercises, particularly where operational interests intersect or core competencies are involved.

These shortfalls within community CI training directly relate to the lack of systematic work done to identify the core CI competencies. Once the core competencies are defined, they will provide the foundation from which CI training and development offerings arise.

Part IV – An Assessment of CI Training and Professional Development: Section C. CI Professional Training Needs, provides more detail of these points. For example, MPRI notes that "there are more than three-dozen subjects that CI agents and operators identified as specific areas of need, many of which are not being sufficiently addressed in CI Community training programs…With rare exceptions, training needs across the CI Community are not being determined through any systematic process. Job task analyses are not being conducted or used as a basis for course development and delivery." The seven categories of training reported in the assessment are as follows:

1. Basic Operational CI Techniques and Skills

2. Advanced or Specialized CI Topics

3.   Advanced Language Training

4.   Training for Non-operational CI Personnel

5.   Leadership and Management-Related Training

6.   Legal and Administrative Training

7.   Defensive CI Awareness Training

Specific training sub-topics related to knowledge, skills, or abilities are provided within each category with some brief discussion in the assessment report. However, the "training sub-topics" in the assessment are not core competencies, but in some cases they are a component of a competency (for example, interrogation skills, interviewing skills, history of CI) that has been identified and will be discussed in the results section of this report.

Finally, in *Part V – Recommendations Regarding Future CI Training and Professional Development*, MPRI provides a list of "qualities and attributes of the ideal CI professional that should be enhanced or generated through education and training." These "qualities and attributes" cover a variety of knowledge, skills, abilities, and traits that can be found in a competency. MPRI caveats its list by stating, "the qualities and attributes of the ideal CI professional, in our view," are:

- The ability for critical thinking;

- Excellent interpersonal skills;

- Excellent communications skills, both orally and in writing;

- Knowledge of CI skills, from basic to advanced, that is appropriate to individual's level of responsibility and duty assignment;

- Thorough familiarity with adversary culture, capabilities, and methods of operation;

- Knowledge of US CI Community agencies, missions, and capabilities;

- Awareness of the information requirements of other CI Community agencies;

- Ability to properly report information of value;

- Willingness and ability to operate in an interagency environment;

- Knowledge about available investigative, operational, and analytical tools;

- Knowledge about sources of information, particularly on classified and unclassified computer networks;

- Knowledge about the legal aspects of CI;

- Expertise in the use and vulnerabilities of information technology;

- Sufficient knowledge to work with computer forensics and other CI technical experts; and

- Ability to work in a foreign operational environment.

Although MPRI does not supply supporting data or the analytical method used for their assessment findings and recommendations, MPRI indicates that the assessment is the result of CI community interviews, surveys, and questionnaires. As such, the MPRI assessment findings and recommendations provide useful information in comparing results and conclusions in this competency study.

RESULTS AND CONCLUSIONS

As displayed in Appendix 3, the results of refining the interview data produced a list of 17 CI core competencies for journeymen and for supervisors. These CI core competencies are defined as universal regardless of CI function performed or organization/agency affiliation. The documented KSAs and competencies in this appendix, in addition to the Task/Competency spreadsheets and accompanying lists discussed in Volume 2, provide the necessary data to baseline universal CI training requirements at the journeyman and supervisory levels. Additional analysis of KSA, task, and competency data specific to CI functional areas will provide the necessary foundation to build upon the universal competencies discussed in this volume and to map specific CI training course objectives to competencies linked to both job tasks and KSAs.

A total of 192 discreet KSAs were identified from the interviews. However, since the interviewees' emphasis on specific KSAs and tasks did not necessarily represent community-wide emphasis due to agency-specific mission, interviewees' function, level of experience and expertise, the researchers did not weight the universal core competencies. The researchers did analyze the interviews for repetitive/similar KSAs, tasks, and competencies across the represented agencies/organizations and functions; therefore, the final listing of competencies are representative of common threads across the functions, expertise levels, and organizations/agencies interviewed and can be considered universal core competencies.

The supervisor list of universal CI core competencies represents only the competencies that relate directly with management and leadership in CI. Competencies that are general for any management and leadership position are not included since these competencies are addressed by the organizations/agencies through their internal training and leadership development programs (such as the Kellogg School, Harvard Business School, Eastern Management Development Center, Federal Executive Institute).

For a complete detailing of the research results, Appendix 3 displays the CI KSAs that are supported by each of the universal core competencies.   For example, "Reading Comprehension" contains 43 KSAs supported by the reading comprehension competency. In other words, the first KSA item listed, "Laws and Constitution," requires competency in reading comprehension to understand written laws and the Constitution. However, to assist the reader, a quick reference to core competencies follows below without the lengthy appendix KSA listing:

Journeyman Universal Core CI Competencies

- Reading Comprehension

- Written Communication

- Oral Communication

- Creative Thinking

- Analytical Thinking

- Critical Thinking

- Decision Making

- Teambuilding/Teamwork/Collaboration

- Interpersonal Skills

- Planning

- Evaluation and Critique

- Subject Matter Expertise

- Laws, Policies, Procedures and Jurisdictions

- Concept Facilitation/Influencing/Negotiating

- Automated Data Systems

- Risk Management

- Customer Awareness

Leadership & Management Universal Core CI Competencies

- Critical Thinking

- Analytical Thinking

- Creative Thinking

- Strategic Thinking

- Decision Making

- Problem Solving

- Collaboration

- Conflict Management

- Customer Service

- Communications

- Intelligence Awareness (Laws and Policy, Technical, etc.)

- Talent Management

- Teamwork/Teambuilding/Leadership

- Resource Management

- Leading Change/Vision

- Ethics, Commitment, Integrity and Accountability

- Continuous Learning

PREPARING THE NOVICE FOR THE JOURNEYMAN

In order to align CI training with core competencies that prepare the workforce with the requisite KSAs to perform their job tasks and function, a baseline of community-wide training requirements must be established for the novice and journeyman levels. This will ensure that a common foundation of basic CI universal competencies is "trained to" and required across the CI community.

As each of the universal core competencies is considered with its corresponding KSAs, a logical hierarchy of education and training is apparent. At the foundational level, there are competencies that should be brought to the job upon entry (entry can be first job or first job within CI). These competencies can be enhanced over time, however recruitment of potential CI personnel should include identifying the candidates most likely to succeed through a review of scholastic records, past job performance, interview, writing samples, written exam, Myers Briggs, Keirsey Temperament, etc. The universal core competencies for the entry level are:

- Reading Comprehension

- Written Communication

- Oral Communication

- Creative Thinking

- Analytical Thinking

- Critical Thinking

- Decision Making

- Teambuilding/Teamwork/Collaboration

- Interpersonal Skills

Competency in each of the domains listed above is necessary in order for the individual to progress with training to the journeyman level and successfully perform in CI. As the reader reviews the KSAs mapped to these competencies in Appendix 3, it is apparent that the KSAs also take on a hierarchy of priority/importance. For example, KSAs related to laws, policy, procedures, how to communicate with agencies of the CI community, and where to find data/sources of information are all critical KSAs to have for any level of CI performance. However, KSAs such as interviewing skills, liaison, and assessing people are KSAs that will be enhanced over a period of time as the individual progresses from entry level to journeyman.

As the individual receives training and education to progress in the KSAs supported by the competencies above, additional competencies are required to grow within the journeyman level. This group of competencies includes:

- Planning
- Evaluation and Critique
- Subject Matter Expertise
- Concept Facilitation/Influencing/Negotiating
- Automated Data Systems
- Risk Management
- Customer Awareness

The KSAs supported by this group can also be prioritized as was done for the entry level. For example, knowledge of analytical methods and approaches would be essential much earlier than the ability to train/mentor others or manage a team.

As each KSA in both the first and second competency lists is considered, there should be evidence in the community that it is being trained or taught at the appropriate time and in the sequence to provide the greatest potential for understanding and incorporation into the CI job function (just-in-time-training). While some preliminary sequencing and prioritization is possible at this juncture, a clearer landscape for documenting systematic CI training will be evident after completing the matrix of tasks, KSAs, and competencies together. This process of matrixing the 192 KSAs against CI tasks will order the data into groupings that can be prioritized into a logical sequence to focus and guide CI training across the community. Although data will be structured in this final step before sequencing training curricula, the CI community will benefit from the results of this first volume by having a baseline for evaluating training programs

and education of the workforce against essential KSAs and competencies to identify gaps and redundancies.

PREPARING FOR A CI LEADERSHIP AND MANAGEMENT ROLE

The supervisor KSAs mapped to the competencies in Appendix 3 displays KSAs that are inherently related to CI. As previously noted, general leadership and management KSAs are not included in this report because research, documentation, and career development already exists in this general area. The purpose of this work is to focus on the competencies and KSAs that are essential to CI supervision.

As in the previous novice/journeyman section, CI supervision also possesses two levels of competencies. The first level competencies are essential for the beginning supervisor and should be addressed in training as the individual prepares for a position of leadership and management. Note that some of the competencies for supervisors are repetitive from the journeyman list since supervisory KSAs map to them. The essential competencies for entry-level supervision are:

- Critical Thinking
- Analytical Thinking
- Creative Thinking
- Decision Making
- Problem Solving
- Collaboration
- Customer Service
- Communications
- Intelligence Awareness (Laws and Policy, Technical, etc.)
- Teamwork/Teambuilding/Leadership
- Ethics, Commitment, Integrity and Accountability
- Continuous Learning

As the first-line CI supervisor gains leadership and management KSAs and prepares for the mid-level and senior levels of management and leadership, training and education should support the following second level of competencies:

- Strategic Thinking

- Conflict Management

- Talent Management

- Resource Management

- Leading Change/Vision

The same process of sequencing training discussed in the journeyman section will follow with the supervisor competencies, KSAs, and tasks. A hierarchy and logical sequencing of training and education for the competencies and KSAs will be established upon completion of the tasks, KSAs, and competencies mapping. Until this phase of data refinement is complete, the competencies and KSAs in Appendix 3 provide the guide to baseline existing training for CI supervisors and to identify gaps and redundancies.

COMMENTARY

Although preliminary results of this research study are not unexpected, this is the first systematic study conducted to authoritatively define the competencies, KSAs, and tasks that are common throughout the CI community in order to standardize critical training and education. The listing of the KSAs and competencies represents the result of data collected from extensive interviews and reviews of reference material that have been released on intelligence and CI jobs/functions. Although some variations in terminology appear among agencies and organizations, the research results from this study correlate with related areas in draft versions of:

- *FBI Special Agent Career Track Model* (3 levels) competencies and developmental opportunities;

- *Draft Standards Descriptions – IC Working Group on Leadership Standards for Training, Education, and Career Development;*

- *Draft Standards Descriptions – ICTEB Working Group on Standards for the Training, Education, and Career Development of IC Analysts;* and

- DIA Production Career Service Program *Core Competencies Guide of Analysts, May 2000.*

The results of this study were presented and discussed in a meeting of the Counterintelligence Professionalization Steering Committee, 6 January2006, whose members

represent executive CI leadership in the agencies/organizations used in this study. The Steering Committee identified some immediate applications for the study results and anticipated the release of Volume 2 that will present core competencies linked with CI functions.

The most immediate application for this study will be its use in establishing a baseline of universal CI training standards. With a set of defined core competencies across the CI community regardless of job function, the community will be able to begin training its workforce with a common frame of reference. Volume 2 will address the core competencies for specific functions and will use this volume as it basis.

In addition to the short-term improvements to CI training established by aligning training with core competencies, a long-term result of this study will be the creation of tiered training to develop the workforce in CI careers. The standardization of training to the universal and functional competencies at milestones within an individual's career in CI will "professionalize" the CI discipline and create consistency across the community regardless of agency or organizational affiliation. In addition to the CI training common across the community, each organization/agency will continue to provide training that is required for their unique missions (for example, CI support to force protection). These unique training requirements are not part of this study.

With standardized professional expectations, the CI community will be positioned to collaborate with the academic community to build the future workforce. Academic programs can be developed that will prepare students for careers in CI and will provide a basis for recruitment by offering courses focused on developing CI competencies. Early development of the CI workforce will ensure continuity and leadership.

THE NATIONAL COUNTERINTELLIGENCE INSTITUTE

The CI training standards created as a result of this study will be established and implemented through the National CI Institute (NCI). The NCI, an arm of the NCIX, has been established as an integral component of the ODNI National Intelligence University (NIU) System to lead the CI community in enhancing the performance, interoperability and professionalization of the CI cadre as part of the larger strategy for the intelligence workforce. The National Counterintelligence Institute, will:

- develop and establish training and professional development standards;

- conduct annual peer evaluation of compliance and effectiveness of training programs against community standards;

- document community requirements and develop programmatic responses;

- create a joint CI professional development and leadership program with joint training and exercise components; and

- support research initiatives and develop a CI knowledge base.

Creating the NCI and using the results of this study offer not only the CI Community, but the Intelligence Community long-term benefits as follows:

- Creates a national focus for the "profession" of counterintelligence.

- Establishes a community center of gravity for joint strategic workforce development.

- Lends visibility to training and developmental requirements.

- Facilitates collaboration with academic, training, and research institutions.

As a vehicle for implementing CI workforce professional and training standards, synergy among the NCI functions will provide continuous research and evaluation, program development, and professional development for the CI community.

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APPENDIX 1

CI JOURNEYMAN INTERVIEW FORMAT

INTERVIEW_____

DATE:_____

Background:

 # years in CI_____

in what primary capacity?_____

in what agency/organization?_____

Defining the Profession
1. According to the definitions provided, in which definition would Counterintelligence most apply?
2. If Counterintelligence is _____, what are its core _____?

Defining the Workforce
3. In what _____ does your job fit?
4. Within the _____you identified in #3, what are its major elements?

Defining Workforce Competencies
5. What do you view as the major tasks within the functional elements of your _____?
6. What skills must a person possess to successfully carry out these tasks?
7. What abilities and traits must a person possess to successfully carry out these tasks?
8. What knowledge must a person possess to successfully carry out these tasks?

Transforming Counterintelligence
9. As you look forward in the coming five years, what core competencies – skills, abilities, traits, knowledge – do you envision being most critical to CI.

CI SUPERVISOR INTERVIEW FORMAT

INTERVIEW _____

DATE: _____

Background:

 # years in CI _____

in what primary capacity? _____

in what agency/organization? _____

Defining the Profession

1. According to the definitions provided, in which definition would Counterintelligence most apply?

2. If Counterintelligence is _____, what are its core _____?

Defining the Workforce

3. In what _____ does your job fit?

4. Within the _____you identified in #3, what are its major elements?

Defining Leadership and Workforce Competencies

5. What do you view as the major tasks for a supervisor/manager within the functional elements of your _____?

6. What skills must a manager possess to successfully carry out these tasks?

7. What abilities and traits must a manager possess to successfully carry out these tasks?

8. What knowledge must a manager possess to successfully carry out these tasks?

9. As a manager, what knowledge, skills, and abilities do you need your subordinates to demonstrate?

Transforming Counterintelligence

10. As you look forward in the coming five years, what core competencies – skills, abilities, traits, knowledge – do you envision being most critical to leaders in the CI community?

11. How can training best adapt to support the needs of CI leaders in the next five years?

APPENDIX 2

JOURNEYMAN UNIVERSAL CI CORE COMPETENCIES

Title	Description
Reading Comprehension	Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written materials to specific situations. *
Written Communication	Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (for example, facts, ideas, or messages) in a succinct and organized manner; produces written information, which may include technical material that is appropriate for the intended audience. *
Oral Communication	Expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately. *
Creative Thinking	Uses imagination to develop new insights into situations and applies innovative solutions to problems; designs new methods where established methods and procedures are inapplicable or are unavailable. *
Analytical Thinking	Applies an organized mental process to derive meaning from collected information. Compare, contrast and review data, looking not only at what is there, but what is missing. **
Critical Thinking	Analyzes facts, generates and organizes ideas, defends opinions, makes comparisons, draws inferences, evaluates arguments and solves problems. ***
Decision Making	Makes sound, well-informed and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change, accomplishes goals; monitors progress and evaluates outcomes. *
Teambuilding/Teamwork/ Collaboration	Encourages and facilitates cooperation, pride, trust, and group identity; consistently develops and sustains cooperative working relationships; fosters commitment and team spirit; works with others to achieve goals; coaches, mentors and challenges subordinates. ****
Interpersonal Skills	Shows understanding, friendliness, courtesy, tact,

	empathy, concern, and politeness to others; develops and maintains effective relationships with others, may include effectively dealing with individuals who are difficult, hostile, or distressed; relates well with people from varied backgrounds and different situations; is sensitive to cultural diversity, race, gender, disabilities, and other individual differences. *
Planning	Organizes work, sets priorities, and determines resource requirements; determines short- or long-term goals and strategies to achieve them; coordinates with other organizations or parts of the organization. *
Evaluation and Critique	Develops and determines quality of projects, products, or performance by comparison against standards or objectives or customer requirements. ****
Subject Matter Expertise	Understands the history, culture, geography, language and customs of countries being studied or targeted. Thoroughly understands the history of, as well as current methods of operation used by, foreign intelligence services within the area of expertise.
Laws, Policies, Procedures and Jurisdictions	Understands US laws and statutes that govern intelligence and counterintelligence operations, to include the US Constitution, and use of the Freedom of Information and Privacy Acts. Understands applicable Executive Orders, Federal laws and agency regulations and policies. ****
Concept Facilitation/ Influencing/ Negotiating	Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations. ****
Automated Data Systems	Understands and uses basic concepts, procedures and capabilities of intelligence communications systems, intelligence information systems, and supporting databases and networks applicable to career area, specialty and agency. Uses computers to satisfy informational needs and to satisfy job requirements. Manipulates computer data to produce complex analysis. ****
Risk Management	Applies rigorous assessment of potential threats against potential gains in operational situations to determine the level of risk created by executing proposed actions.
Customer Awareness	Understands the full range of customer, roles, responsibilities, processes and needs. Knows the programs and projects of each specifically supported organization, its mission and functions; the processes and procedures by which it fulfills its missions; and how the integration of intelligence and threat contributes to the conduct of the mission. ****

* Office of Personnel Management, <u>Delegated Examining Operations Handbook, Appendix F: Multipurpose Operational Systems Analysis Inventory – Close- Ended</u>
** United States Army Military Police School (2001). <u>Analytical Investigative Tools</u>, CD 19-10, Version 1.0
*** Chance, P,(1986). <u>Thinking in the classroom: A survey of programs</u>, New York: Teachers College, Columbia University
**** Army Civilian Training, Education and Development System Plan, Appendix A, Master Training Plan Competencies

LEADERSHIP & MANAGEMENT UNIVERSAL CI CORE COMPETENCIES

Title	Description
Critical Thinking	Analyzes facts, generates and organizes ideas, defends opinions, makes comparisons, draws inferences, evaluates arguments and solves problems. *
Analytical Thinking	Applies an organized mental process to derive meaning from collected information. Compare, contrast and review data, looking not only at what is there, but what is missing. **
Creative Thinking	Uses imagination to develop new insights into situations and applies innovative solutions to problems; designs new methods where established methods and procedures are inapplicable or are unavailable. ***
Strategic Thinking	Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy; examines policy issues and strategic planning with a long term perspective; determines objectives and sets priorities; anticipates potential threats or opportunities. ***
Decision Making	Makes sound, well-informed and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change, accomplishes goals; monitors progress and evaluates outcomes. ***
Problem Solving	Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and to make recommendations. ***
Collaboration	Encourages and facilitates cooperation, pride, trust, and group identity; consistently develops and sustains cooperative working relationships; fosters commitment and team spirit; works with others to achieve goals; coaches, mentors and challenges subordinates. ****
Conflict Management	Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personnel or organizational impact. ***
Customer Service	Works with clients and customers (that is, any individuals who use or receive the services or products that your work unit produces, including the general public, individuals, who work in the agency, other agencies, or

	organizations outside the Government) to assess their needs, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; committed to providing quality products and services. ***
Communications	Recognizes or uses correct English grammar, punctuation, and spelling; communicates information in a succinct and organized manner orally and in writing; expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information; makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately; understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written materials to specific situations. ***
Intelligence Awareness (Laws and Policy, Technical, etc.)	Understands US laws and statutes that govern intelligence and counterintelligence operations (as they relate to the conduct of counterintelligence collections, analysis, operations, etc.), to include the US Constitution, and use of the Freedom of Information and Privacy Acts. Understands applicable Executive Orders, Federal laws and agency regulations and policies. ****
Talent Management	Organizes and assigns work based on strengths and weaknesses of the available workforce; sets priorities and determines resource requirements; determines short- or long-term goals and strategies to achieve them; coordinates with other organizations or parts of the organization.
Teamwork/Teambuilding/Leadership	Works with others to coordinate and synthesize activities to produce required products; contributes to integrating individual team members with organizational objectives, developing cohesive teams and units; manages group processes; encourages and facilitates cooperation, pride, trust and group identity; works with others to achieve goals; coaches, mentors and challenges juniors/subordinates; adapts leadership style to a variety of situations. ****
Resource Management	Assess current and future resource and staffing needs based on organizational goals and budget realities; uses cost-benefit thinking to set priorities, then monitors expenditures of resources to support those priorities. ****
Leading Change/Vision	Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others; influences others to translate vision into action. ****

Fundamental Elements: Competencies

Ethics, Commitment, Integrity and Accountability	Instills mutual trust and confidence' creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service. ****
Continuous Learning	Grasps the essence of new information; masters new technical and business knowledge' recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge. ****

* Chance, P,(1986). Thinking in the classroom: A survey of programs, New York: Teachers College, Columbia University

** United States Army Military Police School (2001). Analytical Investigative Tools, CD 19-10, Version 1.0

*** Office of Personnel Management, Delegated Examining Operations Handbook, Appendix F: Multipurpose Operational Systems Analysis Inventory – Close- Ended

**** Army Civilian Training, Education and Development System Plan, Appendix A, Master Training Plan Competencies

APPENDIX 3

CORE COMPETENCIES/KSAs – JOURNEYMAN

Reading Comprehension

      Laws and Constitution
      Rules of evidence
      AG Guidelines
      Organizational policy/procedures
      Classification guidance/controls
      Intelligence Oversight
      Reporting requirements
      Standard evidence protocols of other agencies
      Use of all-source data
      Mastery of some area (academic achievement)
      Subject/target country area (geography and culture)
      Cases in target area
      History of the target country and FISS
      History of American Counterintelligence
      FISS Tactics, Techniques and Procedures
      Well-rounded through experience and education
      Foreign policy related to target country
      Fundamental understanding of terrorism
      Content specialization in your functional/geographic area
      Terrorist organizations being targeted
      Sources trends, acts, etc.
      Psychological instruments
      Reading
      Data-mining
      Prioritize data/information
      Recognize important details
      Structure data
      Sift/sort information
      Recognize and interpret/monitor trends/indicators
      Recognize anomalies/trouble spots/unresolved issues
      Validate data/information
      Correlate data from different sources
      Prioritize threats and targets
      Determine associations/links/relationships
      Build "storyboard"
      Recognize collections gaps
      Recognize significance of comments and fields in IIRs
      Determine what is actionable and what is not

Fundamental Elements: Competencies

Extract important information from volumes of data
Validate research data
Determine the reliability of info (SIGINT, HUMINT, etc)
Use open sources

Written Communication

How to get originator release/downgrade of classified info
Record-keeping
Effective, clear, concise, accurate, and succinct writing
Persuasive writing
Detailed writing on key information
Grammar
Writing style flexible to audience
Presentation and briefing
Articulate thoughts clearly
Communicate without revealing sources
Communicate information to other agents
Properly document information (e.g., for court)
Outline information
Comprehensive note taking
Publication skills
Structure data
Provide perspective/context to CI issues
Build "storyboard"
Convey thoughts effectively
Present points succinctly and logically - distill information
Advocate a position/stand behind your research/work
Market products and services
Develop tailored testing strategies
Provide direction
Manage human sources
Collaborate with others in other agencies
Coordinate plans
Objective reporting

Fundamental Elements: Competencies

Oral Communication

Legal rights/warnings
How to get originator release/downgrade of classified info
What information is critical to decision-makers
Where to find data/sources of information
Language of target country
Content specialization in your functional/geographic area
Surveillance techniques
What other agencies need
How to communicate with agencies of the CI Community
Know customer mission, equities protected and req's for CI
Attentive/active listening
Grammar
Presentation and briefing
Articulate thoughts clearly
Communicate without revealing sources
Negotiation
Interviewing skills/techniques (Reid, etc)
Interrogation skills
Communicate information to other agents
Neuro-linguistics
Comprehensive note taking
Interpersonal skills
Liaison
Networking
Teambuilding/teamwork
Conflict resolution
Elicitation
Guide a conversation
Rapport building
Use of communication systems (STU-III, radios, etc.)
Provide perspective/context to CI issues
Assess people for targeting
Assess asset's motivations
Convey thoughts effectively
Present points succinctly and logically - distill information
Recognize deception through body language
Advocate a position/stand behind your research/work
Market products and services
Ask questions that dig beneath the surface
Ask the right questions
Train/mentor/teach others
Protect sources
Manipulate/influence/exploit people
Provide direction

Fundamental Elements: Competencies

Delegate
Role play/act
Motivate others
Lead others
Manage human sources
Manage a team
Persuade
Build confidence in assets
Collaborate with others in other agencies
Develop relationships
Coordinate plans
Use and work with interpreters
Ability to adapt approach/personality situationally
Presence/Professionalism
Objective reporting
Control your emotions
Be diplomatic

Creative Thinking

Use of all-source data
Analytical methods and approaches
Where to find data/sources of information
Well-rounded through experience and education
Surveillance techniques
Effective, clear, concise, accurate, and succinct writing
Persuasive writing
Writing style flexible to audience
Presentation and briefing
Negotiation
Interviewing skills/techniques (Reid, etc)
Interrogation skills
Use of analytical tools (link analysis, etc.)
Data-mining
Networking
Elicitation
Guide a conversation
Rapport building
"Blend into a crowd"
Disguise
Time management
Organize processes/multi-task
Predict/project
Think analytically
Develop hypotheses
Determine associations/links/relationships

Build "storyboard"
Assess people for targeting
Market products and services
Operational Planning
Conceptualize
Develop tailored testing strategies
Inductive reasoning
Think in abstract - look for what you don't know
Perception
Think laterally
Think strategically
Problem solving
Ask questions that dig beneath the surface
Ask the right questions
Train/mentor/teach others
Manipulate/influence/exploit people
Role play/act
Motivate others
Lead others
Manage human sources
Manage a team
Persuade
Manipulate the environment
Exploit vulnerabilities
Capitalize on opportunities
Resourcefulness
Plan use of manpower and resources
Ability to adapt approach/personality situationally

Analytical Thinking

What information is critical to decision-makers
How to develop timelines
How to build matrices
Use of all-source data
Analytical methods and approaches
Where to find data/sources of information
Know baseline activities (what is normal)
Psychology/Behavioral analysis
Sources trends, acts, etc.
Effective, clear, concise, accurate, and succinct writing
Persuasive writing
Detailed writing on key information
Articulate thoughts clearly
Communicate without revealing sources
Negotiation

Fundamental Elements: Competencies

Interviewing skills/techniques (Reid, etc)
Interrogation skills
Neuro-linguistics
Outline information
Comprehensive note taking
Database manipulation
Use of analytical tools (link analysis, etc.)
Data-mining
Elicitation
Prioritize data/information
Set priorities
Time management
Recognize important details
Structure data
Sift/sort information
Organize processes/multi-task
Recognize and interpret/monitor trends/indicators
Recognize anomalies/trouble spots/unresolved issues
Validate data/information
Draw logical conclusions
Choose means of analysis
Predict/project
Correlate data from different sources
Think analytically
Develop hypotheses
Prioritize threats and targets
Determine associations/links/relationships
Build "storyboard"
Recognize collections gaps
Assess people for targeting
Assess asset's motivations
Recognize significance of comments and fields in IIRs
Present points succinctly and logically - distill information
Recognize deception through body language
Operational Planning
Conceptualize
Anticipation and reaction
Develop tailored testing strategies
Inductive reasoning
Deductive reasoning
Determine what is actionable and what is not
Think in abstract - look for what you don't know
Think logically
Perception
Problem solving
Ask questions that dig beneath the surface

Fundamental Elements: Competencies

Ask the right questions
Extract important information from volumes of data
Validate research data
Determine the reliability of info (SIGINT, HUMINT, etc)
Use open sources
Assess risks
Read people
Manage human sources
Manage a team
Capitalize on opportunities
Resourcefulness
Recognize personal weaknesses and improve on them
Ability to adapt approach/personality situationally

Critical Thinking

Which analytical tools to use
What technology is admissible in court
How to develop timelines
How to build matrices
Use of all-source data
Analytical methods and approaches
Reading
Effective, clear, concise, accurate, and succinct writing
Communicate without revealing sources
Negotiation
Interviewing skills/techniques (Reid, etc)
Interrogation skills
Properly document information (e.g., for court)
Database manipulation
Data-mining
Interpersonal skills
Driving techniques
Observation skills
Prioritize data/information
Set priorities
Time management
Structure data
Sift/sort information
Organize processes/multi-task
Validate data/information
Draw logical conclusions
Choose means of analysis
Predict/project
Think analytically
Develop hypotheses

Fundamental Elements: Competencies

Prioritize threats and targets
Build "storyboard"
Recognize collections gaps
Assess people for targeting
Recognize significance of comments and fields in IIRs
Operational Planning
Conceptualize
Anticipation and reaction
Strategic planning
Deductive reasoning
Determine what is actionable and what is not
Think in abstract - look for what you don't know
Think logically
Think strategically
Problem solving
Ask questions that dig beneath the surface
Ask the right questions
Validate research data
Determine the reliability of info (SIGINT, HUMINT, etc)
Use open sources
Protect sources
Assess risks
Provide direction
Lead others
Manage a team
Persuade
Build confidence in assets
Exploit vulnerabilities
Capitalize on opportunities
Resourcefulness
Leverage technology
Plan use of manpower and resources
Recognize personal weaknesses and improve on them

Fundamental Elements: Competencies

Decision Making

      How to manipulate a database
      Which analytical tools to use
      What technology is admissible in court
      Who should receive what information
      What information is critical to decision-makers
      Use of all-source data
      Analytical methods and approaches
      Where to find data/sources of information
      Surveillance techniques
      Effective, clear, concise, accurate, and succinct writing
      Writing style flexible to audience
      Presentation and briefing
      Communicate without revealing sources
      Interrogation skills
      Properly document information (e.g., for court)
      Comprehensive note taking
      Data-mining
      Use of technology
      Interpersonal skills
      Liaison
      Conflict resolution
      Elicitation
      Guide a conversation
      Use weapons
      Driving techniques
      Read and follow a map
      Disguise
      Prioritize data/information
      Set priorities
      Time management
      Structure data
      Sift/sort information
      Organize processes/multi-task
      Recognize and interpret/monitor trends/indicators
      Draw logical conclusions
      Recheck work/conclusions
      Choose means of analysis
      Predict/project
      Correlate data from different sources
      Develop hypotheses
      Prioritize threats and targets
      Determine associations/links/relationships
      Build "storyboard"
      Recognize collections gaps

Fundamental Elements: Competencies

Assess people for targeting
Present points succinctly and logically - distill information
Recognize deception through body language
Operational Planning
Develop tailored testing strategies
Strategic planning
Determine what is actionable and what is not
Think strategically
Problem solving
Ask questions that dig beneath the surface
Ask the right questions
Extract important information from volumes of data
Validate research data
Determine the reliability of info (SIGINT, HUMINT, etc)
Use open sources
Attention to detail
Protect sources
Assess risks
Manipulate/influence/exploit people
Provide direction
Delegate
Lead others
Manage human sources
Manage a team
Persuade
Exploit vulnerabilities
Capitalize on opportunities
Resourcefulness
Leverage technology
Plan use of manpower and resources
Recognize personal weaknesses and improve on them
Ability to adapt approach/personality situationally
Objective reporting
Maintain objectivity
Control your emotions
Be diplomatic

Fundamental Elements: Competencies

Teambuilding/Teamwork/ Collaboration

Understand difference btwn CI and other intel disciplines
Understand role/function of operators you support
Who should receive what information
How to get originator release/downgrade of classified info
How collectors collect
Where to find data/sources of information
Reach-back capabilities
Available enabling resources
What other agencies need
How to communicate with agencies of the CI Community
Community roles
Know customer mission, equities protected and req's for CI
Negotiation
Communicate information to other agents
Liaison
Networking
Teambuilding/teamwork
Conflict resolution
Operational Planning
Train/mentor/teach others
Work in austere environments
Motivate others
Lead others
Manage a team
Collaborate with others in other agencies
Develop relationships
Coordinate plans
Use and work with interpreters

Fundamental Elements: Competencies

Interpersonal Skills

How to get originator release/downgrade of classified info
What other agencies need
How to communicate with agencies of the CI Community
Attentive/active listening
Presentation and briefing
Communicate without revealing sources
Negotiation
Interviewing skills/techniques (Reid, etc)
Interrogation skills
Communicate information to other agents
Neuro-linguistics
Interpersonal skills
Liaison
Networking
Teambuilding/teamwork
Conflict resolution
Elicitation
Guide a conversation
Rapport building
"Blend into a crowd"
Assess people for targeting
Convey thoughts effectively
Present points succinctly and logically - distill information
Advocate a position/stand behind your research/work
Market products and services
Control body language
Train/mentor/teach others
Read people
Manipulate/influence/exploit people
Develop trust
Provide direction
Role play/act
Motivate others
Lead others
Manage human sources
Manage a team
Persuade
Build confidence in assets
Collaborate with others in other agencies
Develop relationships
Coordinate plans
Use and work with interpreters
Ability to adapt approach/personality situationally
Presence/Professionalism

Fundamental Elements: Competencies

Be diplomatic

Planning

Which analytical tools to use
What information is critical to decision-makers
Analytical methods and approaches
Reach-back capabilities
Available enabling resources
Interviewing skills/techniques (Reid, etc)
Interrogation skills
Liaison
Elicitation
Prioritize data/information
Set priorities
Time management
Organize processes/multi-task
Build "storyboard"
Operational Planning
Develop tailored testing strategies
Strategic planning
Delegate
Manage human sources
Manage a team
Manipulate the environment
Exploit vulnerabilities
Capitalize on opportunities
Coordinate plans
Plan use of manpower and resources

Fundamental Elements: Competencies

Evaluation and Critique

What information is critical to decision-makers
How to replicate your methodology/results
Analytical methods and approaches
Know customer mission, equities protected and req's for CI
Psychology/Behavioral analysis
Sources trends, acts, etc.
Psychological instruments
Properly document information (e.g., for court)
Neuro-linguistics
Prioritize data/information
Set priorities
Recognize important details
Recognize and interpret/monitor trends/indicators
Recognize anomalies/trouble spots/unresolved issues
Validate data/information
Draw logical conclusions
Recheck work/conclusions
Choose means of analysis
Correlate data from different sources
Think analytically
Develop hypotheses
Prioritize threats and targets
Determine associations/links/relationships
Recognize collections gaps
Assess people for targeting
Assess asset's motivations
Recognize significance of comments and fields in IIRs
Recognize deception through body language
Operational Planning
Anticipation and reaction
Inductive reasoning
Deductive reasoning
Determine what is actionable and what is not
Think in abstract - look for what you don't know
Think logically
Problem solving
Ask questions that dig beneath the surface
Ask the right questions
Extract important information from volumes of data
Validate research data
Determine the reliability of info (SIGINT, HUMINT, etc)
Assess risks
Read people
Manipulate/influence/exploit people

Fundamental Elements: Competencies

Exploit vulnerabilities
Capitalize on opportunities
Plan use of manpower and resources
Recognize personal weaknesses and improve on them

Subject Matter Expertise

What information is critical to decision-makers
FISS country cultures
Where to find data/sources of information
Diverse background knowledge
Mastery of some area (academic achievement)
Subject/target country area (geography and culture)
Cases in target area
History of the target country and FISS
Language of target country
Environment of operations area
FISS Tactics, Techniques and Procedures
Well-rounded through experience and education
Foreign policy related to target country
Content specialization in your functional/geographic area
Terrorist organizations being targeted
Know baseline activities (what is normal)
Detailed writing on key information
Articulate thoughts clearly
Communicate information to other agents
Networking
Conflict resolution
Elicitation
Guide a conversation
Prioritize data/information
Recognize important details
Recognize and interpret/monitor trends/indicators
Recognize anomalies/trouble spots/unresolved issues
Validate data/information
Draw logical conclusions
Predict/project
Provide perspective/context to CI issues
Develop hypotheses
Prioritize threats and targets
Determine associations/links/relationships
Build "storyboard"
Recognize collections gaps
Assess people for targeting
Assess asset's motivations
Convey thoughts effectively

Fundamental Elements: Competencies

Recognize deception through body language
Advocate a position/stand behind your research/work
Conceptualize
Anticipation and reaction
Determine what is actionable and what is not
Think in abstract - look for what you don't know
Ask questions that dig beneath the surface
Ask the right questions
Extract important information from volumes of data
Validate research data
Determine the reliability of info (SIGINT, HUMINT, etc)
Train/mentor/teach others
Work in austere environments
Assess risks
Read people
Manipulate/influence/exploit people
Role play/act
Manage human sources
Build confidence in assets
Manipulate the environment
Collaborate with others in other agencies
Use and work with interpreters
Ability to adapt approach/personality situationally

Fundamental Elements: Competencies

Laws, Policies, Procedures and Jurisdictions
          Laws and Constitution
          What technology is admissible in court
          Legal rights/warnings
          Rules of evidence
          AG Guidelines
          Organizational policy/procedures
          Mission/purpose of your agency
          CI Definitions and terms of reference
          Who should receive what information
          Classification guidance/controls
          How to get originator release/downgrade of classified info
          Intelligence Oversight
          Goals/strategy of your agency/relationship to nat'l strategy
          What information is critical to decision-makers
          Reporting formats
          Procedures for sharing information
          Reporting requirements
          How to collect and preserve evidence
          Standard evidence protocols of other agencies
          Ops methodology-how your own intel service works
          How collectors collect
          Accounting basics
          Record-keeping
          Surveillance techniques
          Reach-back capabilities
          Available enabling resources
          Community roles
          Know customer mission, equities protected and req's for CI
          Interviewing skills/techniques (Reid, etc)
          Interrogation skills
          Properly document information (e.g., for court)
          Use weapons
          Use photographic equipment
          Operational Planning
          Develop tailored testing strategies
          Strategic planning
          Train/mentor/teach others
          Protect sources
          Provide direction
          Lead others
          Manage human sources
          Manage a team
          Manipulate the environment
          Exploit vulnerabilities
          Capitalize on opportunities

Fundamental Elements: Competencies

    Coordinate plans
    Leverage technology
    Plan use of manpower and resources

Concept Facilitation/ Influencing/ Negotiating

    How to get originator release/downgrade of classified info
    Persuasive writing
    Presentation and briefing
    Negotiation
    Interviewing skills/techniques (Reid, etc)
    Interrogation skills
    Interpersonal skills
    Liaison
    Networking
    Teambuilding/teamwork
    Conflict resolution
    Elicitation
    Guide a conversation
    Provide perspective/context to CI issues
    Convey thoughts effectively
    Present points succinctly and logically - distill information
    Advocate a position/stand behind your research/work
    Market products and services
    Problem solving
    Ask questions that dig beneath the surface
    Ask the right questions
    Train/mentor/teach others
    Manipulate/influence/exploit people
    Provide direction
    Motivate others
    Lead others
    Manage human sources
    Manage a team
    Persuade
    Build confidence in assets
    Capitalize on opportunities
    Resourcefulness
    Collaborate with others in other agencies
    Coordinate plans
    Plan use of manpower and resources
    Ability to adapt approach/personality situationally

Automated Data Systems

How to manipulate a database
Procedures for sharing information
How to collect and preserve evidence
How to develop timelines
How to build matrices
Use of all-source data
Analytical methods and approaches
Record-keeping
Where to find data/sources of information
Know customer mission, equities protected and req's for CI
Computers/technical knowledge
Properly document information (e.g., for court)
Computer/IT skills
Database manipulation
Software/applications (Office suite)
Use of analytical tools (link analysis, etc.)
Data-mining
Use of technology
Use of communication systems (STU-III, radios, etc.)
Extract important information from volumes of data
Use open sources
Leverage technology
Plan use of manpower and resources

Risk Management

> What technology is admissible in court
> Who should receive what information
> How to get originator release/downgrade of classified info
> Surveillance techniques
> Communicate without revealing sources
> Interrogation skills
> Properly document information (e.g., for court)
> Use of technology
> Use weapons
> Driving techniques
> Use of communication systems (STU-III, radios, etc.)
> Use photographic equipment
> Prioritize data/information
> Set priorities
> Time management
> Recognize important details
> Develop hypotheses
> Prioritize threats and targets
> Operational Planning
> Develop tailored testing strategies
> Determine what is actionable and what is not
> Problem solving
> Ask questions that dig beneath the surface
> Ask the right questions
> Protect sources
> Assess risks
> Manipulate/influence/exploit people
> Delegate
> Role play/act
> Manage human sources
> Manage a team
> Manipulate the environment
> Use and work with interpreters

Fundamental Elements: Competencies

Customer Awareness

Who should receive what information
How to get originator release/downgrade of classified info
What information is critical to decision-makers
Analytical methods and approaches
What other agencies need
How to communicate with agencies of the CI Community
Know customer mission, equities protected and req's for CI
Persuasive writing
Detailed writing on key information
Writing style flexible to audience
Presentation and briefing
Negotiation
Properly document information (e.g., for court)
Prioritize data/information
Set priorities
Provide perspective/context to CI issues
Prioritize threats and targets
Recognize collections gaps
Convey thoughts effectively
Present points succinctly and logically - distill information
Market products and services
Strategic planning
Determine what is actionable and what is not
Think strategically
Problem solving
Ask the right questions
Protect sources
Assess risks
Develop trust
Persuade
Plan use of manpower and resources
Presence/Professionalism
Maintain objectivity

CORE COMPETENCIES/KSAs - LEADERSHIP AND MANAGEMENT

Critical Thinking

Requirements/interests of other agencies in the IC relative to your organization
How your organization fits into the CI community
Customer mission and equities requiring CI services
Needs of CI collectors/operators in the field
CI program priorities
Understand customer priorities
Educate consumers on potential impact of CI information
Proficiency with CI investigation techniques (for management credibility)
Read people (for spotting, assessing)
Identify people with CI leadership potential
Manage a variety of CI skill levels
Recruit people with the right backgrounds for various CI functions
Develop, implement, and adapt strategy based on CI developments
Anticipate CI manpower needs
Organize large amounts of data
CI Operational Planning
Prioritize threats
Make decision based on experience
Create/build strategic CI partnerships (liaison)
Leverage CI capabilities of other agencies
Ensure CI products meet customer needs
Make CI information relevant to consumer
Scope CI products to customer requirements
Carry out oversight of CI programs

Fundamental Elements: Competencies

Analytical Thinking

    CI resource management
    CI program priorities
    Appreciation of threats coming from technology
    Substantive knowledge of targets
    Background in analysis (research and writing)
    Some years of experience as analyst
    Determine CI priorities (resource allocation)
    Summarize large amounts of CI material/facts into concise reports
    Prioritize threats
    Sense why what you're doing is important (how it fits into the big picture)
    Analyze large amounts of information
    Think analytically
    Recognize relationships between targets, groups, etc.
    Appreciate different perspectives within the CI community
    Ensure CI products meet customer needs

Creative Thinking

    CI resource management
    CI resources available to subordinates
    Understand benefits of technical collection
    Where to acquire information
    Understand human sources and how to recruit them
    Available tools to enhance/assist in accomplishing the CI mission
    Educate consumers on potential impact of CI information
    Proficiency with CI investigation techniques (for management credibility)
    Liaison with other foreign CI/Intelligence/Security agencies
    Interact with and manage people from other CI organizations
    Marketing CI products and services
    Manage a variety of CI skill levels
    Justify and argue for CI resources
    Create/develop programs that satisfy CI requirements
    Develop, implement, and adapt strategy based on CI developments
    Develop and manage CI budget
    Devise plans to meet CI goals
    Anticipate CI manpower needs
    Determine CI priorities (resource allocation)
    CI Strategic Planning
    CI Operational Planning
    Sense why what you're doing is important (how it fits into the big picture)
    Create/build strategic CI partnerships (liaison)
    Leverage CI capabilities of other agencies

Fundamental Elements: Competencies

Strategic thinking

Requirements/interests of other agencies in the IC relative to your organization
Your agency's CI mission
How your organization fits into the CI community
Customer mission and equities requiring CI services
Customer requirements for CI information
CI resource management
CI program priorities
National Intelligence Program budget cycle/process
Understand your agency's perspective and priorities
Understand customer priorities
Justify and argue for CI resources
Create/develop programs that satisfy CI requirements
Develop, implement, and adapt strategy based on CI developments
Devise plans to meet CI goals
Anticipate CI manpower needs
Determine CI priorities (resource allocation)
CI Strategic Planning
Prioritize threats
Develop CI programs (collections, analysis, etc.) to meet consumer needs
Make decision based on experience
Sense why what you're doing is important (how it fits into the big picture)
Appreciate different perspectives within the CI community
Create/build strategic CI partnerships (liaison)
Carry out oversight of CI programs

Decision Making

Interact with and manage people from other CI organizations
Identify people with CI leadership potential
Manage a variety of CI skill levels
Recruit people with the right backgrounds for various CI functions
Justify and argue for CI resources
Devise plans to meet CI goals
Anticipate CI manpower needs
Determine CI priorities (resource allocation)
CI Strategic Planning
CI Operational Planning
Prioritize threats
Make decision based on experience
Leverage CI capabilities of other agencies

Fundamental Elements: Competencies

Problem Solving

Requirements/interests of other agencies in the IC relative to your organization
CI jurisdiction of your agency and others (identify overlaps and gaps)
Understand benefits of technical collection
Appreciation of threats coming from technology
Appreciation for what CI field agents experience (gained through experience)
Proficiency with CI investigation techniques (for management credibility)
Liaison with other domestic CI/security agencies
Liaison with other foreign CI/Intelligence/Security agencies
Interact with and manage people from other CI organizations
Manage a variety of CI skill levels
Justify and argue for CI resources
Create/develop programs that satisfy CI requirements
Develop, implement, and adapt strategy based on CI developments
Develop and manage CI budget
Anticipate CI manpower needs
Determine CI priorities (resource allocation)
CI Strategic Planning
CI Operational Planning
Develop CI programs (collections, analysis, etc.) to meet consumer needs
Make decision based on experience
Appreciate different perspectives within the CI community
Leverage CI capabilities of other agencies
Interact with and communicate with the media on sensitive CI issues
Ensure CI products meet customer needs
Make CI information relevant to consumer
Scope CI products to customer requirements
Carry out oversight of CI programs
Be able to force cooperation/collaboration on CI issues

Fundamental Elements: Competencies

Collaboration

   Requirements/interests of other agencies in the IC relative to your organization
   CI structure of other agencies in the IC
   CI jurisdiction of your agency and others (identify overlaps and gaps)
   Capabilities of other agencies in the IC
   How your organization fits into the CI community
   How LE community operates
   Human resource process at other agencies including military and civil service
   Customer mission and equities requiring CI services
   Customer requirements for CI information
   Understand customer priorities
   Available tools to enhance/assist in accomplishing the CI mission
   Educate consumers on potential impact of CI information
   Liaison with other domestic CI/security agencies
   Liaison with other foreign CI/Intelligence/Security agencies
   Interact with and manage people from other CI organizations
   CI Strategic Planning
   CI Operational Planning
   Develop CI programs (collections, analysis, etc.) to meet consumer needs
   Appreciate different perspectives within the CI community
   Create/build strategic CI partnerships (liaison)
   Leverage CI capabilities of other agencies
   Ensure CI products meet customer needs
   Make CI information relevant to consumer
   Scope CI products to customer requirements

Conflict Management

   Requirements/interests of other agencies in the IC relative to your organization
   CI structure of other agencies in the IC
   CI Definitions and terms of reference in other agencies
   CI jurisdiction of your agency and others (identify overlaps and gaps)
   How your organization fits into the CI community
   How LE community operates
   Requirements for obtaining/justifying CI resources
   Appreciation for what CI field agents experience (gained through experience)
   Understand customer priorities
   Educate consumers on potential impact of CI information
   Proficiency with CI investigation techniques (for management credibility)
   Liaison with other domestic CI/security agencies
   Liaison with other foreign CI/Intelligence/Security agencies
   Interact with and manage people from other CI organizations
   Manage a variety of CI skill levels
   Justify and argue for CI resources
   Develop and manage CI budget

Fundamental Elements: Competencies

Anticipate CI manpower needs
Determine CI priorities (resource allocation)
Prioritize threats
Make decision based on experience
Appreciate different perspectives within the CI community
Create/build strategic CI partnerships (liaison)
Leverage CI capabilities of other agencies
Interact with and communicate with the media on sensitive CI issues

Customer Service

Requirements/interests of other agencies in the IC relative to your organization
Customer mission and equities requiring CI services
Customer requirements for CI information
CI program priorities
Requirements for obtaining/justifying CI resources
Understand benefits of technical collection
Appreciation of threats coming from technology
Understand your agency's perspective and priorities
Understand customer priorities
Your CI functional content area
Available tools to enhance/assist in accomplishing the CI mission
Educate consumers on potential impact of CI information
Liaison with other domestic CI/security agencies
Liaison with other foreign CI/Intelligence/Security agencies
Interact with and manage people from other CI organizations
Marketing CI products and services
Create/develop programs that satisfy CI requirements
CI Strategic Planning
CI Operational Planning
Develop CI programs (collections, analysis, etc.) to meet consumer needs
Sense why what you're doing is important (how it fits into the big picture)
Appreciate different perspectives within the CI community
Ensure CI products meet customer needs
Make CI information relevant to consumer
Scope CI products to customer requirements

Fundamental Elements: Competencies

Communications

    Requirements/interests of other agencies in the IC relative to your organization
    Customer mission and equities requiring CI services
    Customer requirements for CI information
    Needs of CI collectors/operators in the field
    CI resource management
    CI program priorities
    National Intelligence Program budget cycle/process
    Cultural awareness and sensitivity -- international experience/exposure
    Appreciation for what CI field agents experience (gained through experience)
    Understand customer priorities
    Understand human sources and how to recruit them
    Substantive knowledge of targets
    Background in analysis (research and writing)
    Perform necessary administrative CI processes
    Educate consumers on potential impact of CI information
    Proficiency with CI investigation techniques (for management credibility)
    Liaison with other domestic CI/security agencies
    Liaison with other foreign CI/Intelligence/Security agencies
    Interact with and manage people from other CI organizations
    Read people (for spotting, assessing)
    Marketing CI products and services
    Identify people with CI leadership potential
    Manage a variety of CI skill levels
    Recruit people with the right backgrounds for various CI functions
    Justify and argue for CI resources
    Create/develop programs that satisfy CI requirements
    Develop, implement, and adapt strategy based on CI developments
    Develop and manage CI budget
    Devise plans to meet CI goals
    Anticipate CI manpower needs
    Determine CI priorities (resource allocation)
    Summarize large amounts of CI material/facts into concise reports
    CI Strategic Planning
    CI Operational Planning
    Develop CI programs (collections, analysis, etc.) to meet consumer needs
    Make decision based on experience
    Appreciate different perspectives within the CI community
    Create/build strategic CI partnerships (liaison)
    Leverage CI capabilities of other agencies
    Interact with and communicate with the media on sensitive CI issues
    Make CI information relevant to consumer
    Be able to force cooperation/collaboration on CI issues

Fundamental Elements: Competencies

Intelligence Awareness (Laws and Policy, Technical, etc.)

Requirements/interests of other agencies in the IC relative to your organization

CI structure of other agencies in the IC

CI Definitions and terms of reference in other agencies

CI jurisdiction of your agency and others (identify overlaps and gaps)

Capabilities of other agencies in the IC

Your agency's CI mission

How your organization fits into the CI community

How LE community operates

Human resource process at other agencies including military and civil service

Needs of CI collectors/operators in the field

AG Guidelines

Legal statutes/authorities (FISA, NSL, etc)

OPSEC principles

Organizational CI policy

CI program priorities

Core knowledge of the CI Program

Requirements for obtaining/justifying CI resources

National Intelligence Program budget cycle/process

Understand benefits of technical collection

Appreciation of threats coming from technology

Understand your agency's perspective and priorities

Appreciation for what CI field agents experience (gained through experience)

Knowledge of intelligence

Your CI functional content area

Available tools to enhance/assist in accomplishing the CI mission

Diversified background across field and at national level

Perform necessary administrative CI processes

Proficiency with CI investigation techniques (for management credibility)

Interact with and manage people from other CI organizations

Develop, implement, and adapt strategy based on CI developments

Devise plans to meet CI goals

Determine CI priorities (resource allocation)

CI Strategic Planning

CI Operational Planning

Prioritize threats

Make decision based on experience

Sense why what you're doing is important (how it fits into the big picture)

Appreciate different perspectives within the CI community

Create/build strategic CI partnerships (liaison)

Leverage CI capabilities of other agencies

Interact with and communicate with the media on sensitive CI issues

Carry out oversight of CI programs

Be able to force cooperation/collaboration on CI issues

Fundamental Elements: Competencies

Talent Management

      Human resource process at other agencies including military and civil service
      Needs of CI collectors/operators in the field
      Prior CI management experience
      At least 5+ yrs experience in CI for credibility and training/mentoring
      CI resources available to subordinates
      Appreciation for what CI field agents experience (gained through experience)
      Proficiency with CI investigation techniques (for management credibility)
      Interact with and manage people from other CI organizations
      Read people (for spotting, assessing)
      Identify people with CI leadership potential
      Manage a variety of CI skill levels
      Recruit people with the right backgrounds for various CI functions
      Create/develop programs that satisfy CI requirements
      Anticipate CI manpower needs
      Determine CI priorities (resource allocation)
      CI Operational Planning
      Make decision based on experience
      Be able to force cooperation/collaboration on CI issues

Teamwork/ Teambuilding/ Leadership

      Human resource process at other agencies including military and civil service
      Needs of CI collectors/operators in the field
      OPSEC principles
      Organizational CI policy
      Prior CI management experience
      At least 5+ yrs experience in CI for credibility and training/mentoring
      CI program priorities
      CI resources available to subordinates
      Requirements for obtaining/justifying CI resources
      National Intelligence Program budget cycle/process
      Appreciation for what CI field agents experience (gained through experience)
      Where to acquire information
      Understand human sources and how to recruit them
      Background in analysis (research and writing)
      Some years of experience as analyst
      Your CI functional content area
      Available tools to enhance/assist in accomplishing the CI mission
      Diversified background across field and at national level
      Perform necessary administrative CI processes
      Proficiency with CI investigation techniques (for management credibility)
      Interact with and manage people from other CI organizations
      Read people (for spotting, assessing)
      Identify people with CI leadership potential

Fundamental Elements: Competencies

Manage a variety of CI skill levels
Recruit people with the right backgrounds for various CI functions
Justify and argue for CI resources
Create/develop programs that satisfy CI requirements
Develop, implement, and adapt strategy based on CI developments
Devise plans to meet CI goals
Anticipate CI manpower needs
Determine CI priorities (resource allocation)
CI Strategic Planning
CI Operational Planning
Prioritize threats
Develop CI programs (collections, analysis, etc.) to meet consumer needs
Make decision based on experience
Leverage CI capabilities of other agencies

Resource Management

Your agency's CI mission
How your organization fits into the CI community
Human resource process at other agencies including military and civil service
Needs of CI collectors/operators in the field
CI resource management
CI program priorities
CI resources available to subordinates
Requirements for obtaining/justifying CI resources
National Intelligence Program budget cycle/process
Appreciation for what CI field agents experience (gained through experience)
Available tools to enhance/assist in accomplishing the CI mission
Interact with and manage people from other CI organizations
Justify and argue for CI resources
Develop and manage CI budget
Anticipate CI manpower needs
Determine CI priorities (resource allocation)
Make decision based on experience

Fundamental Elements: Competencies

Leading Change

Requirements/interests of other agencies in the IC relative to your organization
CI jurisdiction of your agency and others (identify overlaps and gaps)
Customer requirements for CI information
CI resource management
Requirements for obtaining/justifying CI resources
Cultural awareness and sensitivity -- international experience/exposure
Understand benefits of technical collection
Appreciation of threats coming from technology
Available tools to enhance/assist in accomplishing the CI mission
Identify people with CI leadership potential
Recruit people with the right backgrounds for various CI functions
Justify and argue for CI resources
Create/develop programs that satisfy CI requirements
Develop, implement, and adapt strategy based on CI developments
CI Strategic Planning
Make decision based on experience
Sense why what you're doing is important (how it fits into the big picture)
Create/build strategic CI partnerships (liaison)
Leverage CI capabilities of other agencies

Ethics, Commitment, Integrity, Accountability

CI jurisdiction of your agency and others (identify overlaps and gaps)
Customer mission and equities requiring CI services
Needs of CI collectors/operators in the field
AG Guidelines
Legal statutes/authorities (FISA, NSL, etc)
OPSEC principles
Organizational CI policy
Requirements for obtaining/justifying CI resources
National Intelligence Program budget cycle/process
Understand benefits of technical collection
Appreciation for what CI field agents experience (gained through experience)
Understand customer priorities
Substantive knowledge of targets
Available tools to enhance/assist in accomplishing the CI mission
Educate consumers on potential impact of CI information
Proficiency with CI investigation techniques (for management credibility)
Liaison with other domestic CI/security agencies
Liaison with other foreign CI/Intelligence/Security agencies
Read people (for spotting, assessing)
Marketing CI products and services
Identify people with CI leadership potential
Manage a variety of CI skill levels

Fundamental Elements: Competencies

Recruit people with the right backgrounds for various CI functions
Justify and argue for CI resources
Create/develop programs that satisfy CI requirements
Develop, implement, and adapt strategy based on CI developments
Develop and manage CI budget
Determine CI priorities (resource allocation)
CI Strategic Planning
CI Operational Planning
Prioritize threats
Develop CI programs (collections, analysis, etc.) to meet consumer needs
Make decision based on experience
Appreciate different perspectives within the CI community
Create/build strategic CI partnerships (liaison)
Interact with and communicate with the media on sensitive CI issues
Ensure CI products meet customer needs
Make CI information relevant to consumer
Scope CI products to customer requirements
Carry out oversight of CI programs
Be able to force cooperation/collaboration on CI issues

Fundamental Elements: Competencies

Continuous Learning

      Requirements/interests of other agencies in the IC relative to your organization
      Capabilities of other agencies in the IC
      How your organization fits into the CI community
      How LE community operates
      Human resource process at other agencies including military and civil service
      Customer mission and equities requiring CI services
      Customer requirements for CI information
      Needs of CI collectors/operators in the field
      Legal statutes/authorities (FISA, NSL, etc)
      Organizational CI policy
      CI resource management
      CI program priorities
      CI resources available to subordinates
      Cultural awareness and sensitivity -- international experience/exposure
      Understand benefits of technical collection
      Appreciation of threats coming from technology
      Understand your agency's perspective and priorities
      Appreciation for what CI field agents experience (gained through experience)
      Understand customer priorities
      Where to acquire information
      Environment in your area of operation
      Available tools to enhance/assist in accomplishing the CI mission
      Diversified background across field and at national level
      Proficiency with CI investigation techniques (for management credibility)
      Prioritize threats
      Develop CI programs (collections, analysis, etc.) to meet consumer needs
      Sense why what you're doing is important (how it fits into the big picture)
      Think analytically
      Recognize relationships between targets, groups, etc.
      Appreciate different perspectives within the CI community
      Create/build strategic CI partnerships (liaison)
      Leverage CI capabilities of other agencies
      Ensure CI products meet customer needs
      Make CI information relevant to consumer